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ABSTRACT

This paper describes the first phase of a study of teachers and school administrators in Western Sydney, Australia. A survey to measure teacher satisfaction, motivation, and health was designed based on findings from earlier research. Participants were 529 teachers and school administrators at 47 primary, secondary, and special purpose schools. Major satisfiers were found to be rewards intrinsic to the task of teaching. Major dissatisfiers were found to be mainly matters interfering with teacher and administrator effectiveness. Control was found to be a key issue, in that matters outside teacher and school control caused the greatest dissatisfaction, particularly imposed educational responsibilities and change, and societal expectations and criticisms. Position held was found to predict satisfaction, change in satisfaction, and to an extent, mental distress. Those with the lowest levels of satisfaction, the greatest decline in satisfaction since beginning teaching, and the highest levels of mental stress, were found in middle management positions in schools. Contrary to previous research on job satisfaction, increased age did not predict greater satisfaction. Higher current dissatisfaction and greater decline in satisfaction were both predicted by length of service at current school. (Contains 18 references.) (Author/JLS)

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TEACHER SATISFACTION, MOTIVATION AND HEALTH: PHASE ONE OF THE TEACHER 2000 PROJECT

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Abstract

This paper describes the first phase of a study of teachers and school executive in Western Sydney, Australia. A survey to measure teacher satisfaction, motivation and health was designed based on findings from earlier research. Participants were 529 teachers and school executive at 47 primary, secondary, and special purpose schools. The project is ongoing.

Major satisfiers were found to be rewards intrinsic to the task of teaching, while major dissatisfiers were found to be mainly matters militating against teacher and executive effectiveness. Control was found to be a key issue, in that matters largely outside teacher and school control caused greatest dissatisfaction, particularly imposed educational responsibilities and change and societal expectations and criticisms.

Position held was found to predict satisfaction, change in satisfaction, and to an extent, mental distress, in that those with the lowest levels of satisfaction, the greatest decline in satisfaction since beginning teaching, and the highest levels of mental stress, were found in 'middle management' positions in schools.

Contradictory to previous research on job satisfaction, increased age did not predict greater satisfaction. Rather, higher current dissatisfaction and greater decline in satisfaction were both predicted by length of service at current school.

Background to the Project

The Context of Teaching

Although "people are always wanting teachers to change" (Hargreaves, 1994: 5), the pressure for and pace of educational change have increased considerably over the last decade, partly due to what some have referred to as a worldwide "educational reform movement" (Beare, 1989). As a result, education systems have experienced change in the areas of teaching practice and curricula; greater involvement of stakeholders in education; attempts to streamline educational bureaucracies with a greater emphasis upon accountability, rationality and self-management; and the increased politicisation and "reform" of educational systems (Bourke, 1994).

With global recession, the restructuring of national economies in the hope of greater international competitiveness, and unresolved social problems of unemployment, family breakdown, crime, poverty, and poor health for many, schools have been looked to for solutions, with the result that they have, in many respects, become the "wastebaskets of society" (Halsey, cited by Hargreaves, 1994: 5), being expected to

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solve the problems that society appears unwilling or unable to deal with (Dinham, 1994).

To compound matters, in many 'western' nations, demographic changes are occurring due to the twin effects of longer life expectancy and falling birth rates. In Australia for example, the average age of teachers now exceeds 45 (see Baumgart, 1995). Resignation rates have fallen to the lowest levels of the post-World War II period, while retirement rates are expected to rise considerably over the next decade (see New South Wales Department of School Education, 1994). A result of this situation is that it is currently very difficult for 'new blood' in the form of younger, more recently trained teachers to enter teaching, yet there is likely to be considerable demand for teachers with rising retirements of older teachers in the near future.

Given the context of increased expectations, an ageing teaching force and a turbulent educational environment, a key question relates to the issue of the satisfaction, motivation and health of the teachers charged with the task of educating today's and tomorrow's youth and meeting society's increasingly complex demands for schools.

The Model Underlying the Project

A previous study of teacher resignation and persistence (Dinham, 1992, 1993, 1995a), revealed that the factors contributing to teacher satisfaction were largely separate from those contributing to teacher dissatisfaction, and that when teachers made the decision to resign, the sources and strength of their satisfiers were basically unchanged, while it was the increase in the strength of their dissatisfiers that had 'tipped the balance' and precipitated resignation.

Overwhelmingly, satisfiers were phenomena and rewards 'intrinsic' to teaching, such as pupil achievement, teacher achievement, changing pupil attitudes and behaviours in a positive way, recognition from others, mastery and self-growth, and positive relationships. Satisfiers were largely universal across sex, teaching experience, position held, location, and type of school.

Dissatisfiers, on the other hand, were phenomena more 'extrinsic' to the teaching of students and included impacts of changes to educational policies and procedures, greater expectations on schools to deal with and solve social problems, the declining status of teachers in society, poor supervision, being treated impersonally by employers, new responsibilities for schools and increased administrative workloads. In short, dissatisfiers were phenomena detracting from or militating against the 'core business' of teaching students.

It was found that the relative strength of dissatisfiers had increased over time due to social and educational change, and that 'control' was a key issue, in that in many cases, imposed changes impacting upon schools had to be implemented with little room for discretion on the part of principals and teachers and with little practical help from above, with resultant dissatisfaction. There was a direct link between increased dissatisfaction and increased stress.

Such a 'two factor' model of teacher satisfaction is broadly consistent with earlier findings of Herzberg, Mausner and Snyderman (1959), Sergiovanni (1967), Schmidt (1976), Holdaway (1978), Kaufman (1984), and others, although what is perhaps novel in the resignation study findings is the relative 'quarantining' or insulation of teacher satisfiers and satisfaction strength from the effects of change, and the impact of change on dissatisfiers, which are more dynamic both in form and strength and which respond to changes occurring within education systems and society generally.

To summarise, the main hypotheses thrown up by the resignation study were:

1. That teachers and school executive are most satisfied by the intrinsic rewards of teaching, e.g., pupil achievement, teacher achievement, changing students in a positive way, recognition, positive relationships.

2. That teachers and school executive are most dissatisfied by factors more extrinsic to teaching which prevent and detract from teaching and learning, e.g., increased societal expectations, additional policies and procedures, poor supervision, increased responsibilities for schools, community and media criticisms, being treated as a 'number' in dealings with the educational employer, the pace of educational change.

3. That control is a crucial aspect of satisfaction and dissatisfaction, in that matters out of teachers' control tend to be more dissatisfying, all other things being equal, and that imposed educational change has resulted in increasing levels of teacher dissatisfaction.

4. That the major teacher satisfiers remain powerful, and largely independent of changes in the strength of major teacher dissatisfiers.

5. That high levels of teacher dissatisfaction can result in stress, with mental and, in some cases, physical manifestations.

6. Given the pace of educational change, the ageing teacher population and the lack of teacher mobility in the New South Wales (NSW) Department of School Education (DSE), that age, years of service, and period at present school will be associated with higher levels of teacher dissatisfaction.

7. Given the increased responsibilities placed on schools, that those occupying promotions positions will experience stronger dissatisfaction and higher stress levels.

The Teacher 2000 Project

The Teacher 2000 Project arose because of a desire to test and extend the model and key findings of the resignation and persistence research through a survey of a relatively large number of teachers and school executive and to, in turn, better inform decision making and policy formation in the areas of teacher satisfaction, motivation and health.

Project Aims

Apart from testing the specific hypotheses described above, the Teacher 2000 Project sought to achieve the following:

1. To build upon and validate understandings of teacher satisfaction, teacher dissatisfaction, orientation to teaching, teachers' values and teacher health revealed by prior research.

2. To develop an instrument suitable for identifying and quantifying the sources and relative strength of factors contributing to teacher satisfaction and dissatisfaction through completion of a case study in Western Sydney.

3. To refine the instrument and to apply it more widely in the future, both inside and outside Australia.

4. To obtain benchmark information on matters relating to teacher welfare which can be used for tracking, explanatory, planning and predictive purposes at school, system, and other levels.

5. Where established instruments are used, to compare the findings of the study with previous research.

Method

Sampling

The label '2000' is significant for two reasons. Firstly, it is intended to eventually survey 2000 of the approximately 6,000 public school teachers in the Metropolitan West Region of Sydney. Secondly, the year 2000 has the significance of an important milestone, beyond which there are likely to be high expectations for teachers and schools as the new millennium dawns.

The Metropolitan West Region is one of the largest in the New South Wales Department of School Education, which in total employs more than 50,000 teachers (although the regional structure is in the process of being removed from the DSE administrative hierarchy). It was chosen both because of convenience and because of its heterogeneity, ranging from small rural primary schools to large urban high schools, and from schools with large proportions of students with languages other than English to schools with negligible numbers of students with this background. Economically, the region covers a wide spectrum, ranging from areas of high and persistent adult and youth unemployment and poverty, to pockets of affluence. In the media, however, the region is usually portrayed as being 'disadvantaged' in comparison with the rest of Sydney.

The opportunity for participation in the project was made to approximately one third of all government schools in the Met-West Region, ensuring in the selection process a representative sample of schools, given the heterogeneity of the region noted above. Data were collected in two steps, a pilot during which the instrument was tested and a second main data collection step, which is continuing. Letters were written to the principals of 64 of the region's 185 primary schools, 25 of the 54 secondary schools, 7 of the 16 special purpose public schools, and 1 of the 2 field study centres within the region. Of the 97 principals approached, 47 gave permission for their school to take part. Within these schools, participation on the part of individual teachers was voluntary and anonymous.

Instrument

As noted, following earlier research utilising mainly structured interviews into teacher resignation and persistence, and subsequent research on the impact of teaching on teachers' partners (Dinham, 1995b), it was decided to develop a survey which could be used with a large group of teachers and school executive in Western Sydney to test and extend the findings of these studies and the literature.

A machine readable self-report instrument was developed consisting of mostly precoded items with some open-ended questions. In the pilot step, 305 surveys were distributed to 4 primary schools and 3 secondary schools, with 109 completed surveys returned. Data from completed surveys were computer scanned and analysed using SPSS, while open-ended responses were subject to content analysis, although this process has yet to be completed given the volume of responses received and still being received.

Following analysis of the pilot data only minor editorial changes to the wording of the survey were made. The final instrument contained 7 sections:

1. Demographic items - age, years of service, years at present school, sex, current position, qualifications, country of birth and first language.

2. Orientation to teaching - participants were asked to rate as true or false seven reasons for their entering teaching and two items about their preparedness to teach.

3. Satisfaction/dissatisfaction with teaching - participants used a seven point scale (1=Highly dissatisfied - 7=Highly Satisfied) to rate their satisfaction with 75 aspects of teaching/teachers' work. Items were derived from interviews with teachers conducted as a part of Dinham's doctoral research (1992, 1995a) and follow up research (1995b). Participants also used seven point scales to rate their current level of satisfaction with teaching (1=Highly Dissatisfied - 7=Highly Satisfied) and the change in their level of satisfaction since they began teaching (1=Now More Highly Dissatisfied - 7=Now More Highly Satisfied). Two open ended questions invited respondents to list other factors which contribute to their satisfaction with teaching and their dissatisfaction.

4. Time devoted to teaching tasks - respondents were asked to indicate via subdivisions on a pie chart the proportion of their 'professional life' devoted to activities such as preparation for teaching, meetings, face to face teaching, and so on.

5. The 40 item Commitments Scale (Novacek & Lazarus, 1990) - was used as a measure of motivation/commitment. Novacek and Lazarus' instrument yields scale scores for six components of commitment - affiliation, power and achievement, stress avoidance, sensation seeking, personal growth and altruism.

6. The 12 item form of the General Health Questionnaire (GHQ) - the GHQ is a widely used and reliable instrument for the assessment of non-psychotic mental distress, or 'stress'.

7. Finally, an open ended question gave respondents the opportunity to make any other comments about teaching they wished.

Response Rate

As reported above, late in 1995, 305 surveys were distributed as a pilot study to 4 primary schools and 3 secondary schools, with 109 completed surveys returned. The response rate of 36 per cent, while somewhat disappointing, can be attributed to two major factors, the first being that the final term is a particularly busy one for teachers coming as it does at the end of the year, and this could partly explain the lack of response. Certainly, the negative open-ended responses seemed to support this.

Secondly, it is apparent from talking to teachers and principals that some schools have become 'flooded' with requests for research, with complaints that complying with requests for participation in research projects is time consuming and in many cases, time wasting, in that there is no feedback of findings to schools. Anecdotal evidence suggests that a response rate of 30 to 40 per cent is the norm in schools under such circumstances today (a number of respondents wrote that the survey itself was another aspect of their overwork). It is for this reason that every participating school in the present project has been promised and will receive a breakdown of its own findings, as well as the overall findings of the project.

In February 1996 the main mail out of questionnaires commenced. Unlike the pilot study where the researchers dropped off and picked up surveys, surveys were mailed to schools and returned via individual pre-paid envelopes. This method was used both because of convenience, and in the hope of higher return rates, as some teachers were apparently uneasy about leaving completed surveys at schools were others such as the principal might have access to them.

Given that only minor changes were made to the questionnaire between the pilot and the main study, data from the two steps were amalgamated. In total, 1,646 surveys were distributed based on full and part-time staffing numbers at the 47 schools. Of these, 29 (61.7%) were primary schools, 14 (29.8%) high schools and 4 (8.5%) schools for special purposes.

Results From The Project To Date

Sample Description.

Of the 1,646 teachers surveyed, 529 or 32% have so far responded, 66% of whom were women and 34% men. The mean age of respondents was 41 years (women = 40.7, men = 42.4), with a range of 22 to 66 (Table 1). Fifty seven per cent of women were primary trained and 43% were high school trained. Thirty three per cent of men were primary trained and 67% were high school trained. Mean length of service as a teacher was 15 years (range 0 to 37), and mean length of time in current school was 5.9 years (range 0 to 31).

Including the newly created position of Advanced Skills Teacher, 46% of the women were in promotions positions, and 54% of the men (48% of the total sample).

Table 1: Sample Description, by sex

	Women n=344	Men n=181	Total Sample n=529#
Age	40.7(8.3)	42.4 (8.3)	41.4 (8.3)
Length of service	13.5 (9.4)	18.1 (10.2)	15.1 (10.1)
Time in school	5.5 (4.4)	6.7 (4.7)	5.9 (4.5)
% primary trained	57	33	48
% high sch. trained	43	67	52
% promoted*	46	54	48

There were four missing cases where sex was not shown

* NSW DSE schools have the following promotions positions:
High Schools: Principal, Deputy Principal/Leading Teacher, Head Teacher, Advanced Skills Teacher, Classroom Teacher (non-promoted).
Primary Schools: Principal, Deputy Principal, Assistant Principal, Executive Teacher, Advanced Skills Teacher, Classroom Teacher (non-promoted).

Satisfaction and Dissatisfaction

Sources of Satisfaction

On the seven point scale to measure respondents' reaction to the 75 satisfaction/dissatisfaction items, 1 signifies that an issue is highly dissatisfying, 2 and 3 indicate some level of dissatisfaction, while 4 indicates that that an issue is neither satisfying nor dissatisfying. Ratings of 5 and 6 indicate some satisfaction, while 7 indicates that an issue is highly satisfying. The 5, 6 and 7 categories were collapsed to give one 'satisfied' category. Using this collapsed category, the following items were rated as satisfying by 60 per cent of total respondents or more.

Table 2: Major Sources of Respondent Satisfaction

%	Issue/Item
98	Changing pupil attitudes in a positive way
97	Changing pupil behaviour in a positive way
92	When my students achieve success in some way
91	Working with higher ability students
86	My relationships with students
84	My development/ acquisition of professional skills since I began teaching
83	Assisting other teachers
83	My capacity to influence student achievement
83	My mastery of teaching content since I began teaching
81	My capacity to change pupil behaviour
78	Successfully organising teaching activities
77	My capacity to change pupil attitudes
75	Relationships with teachers in my school
72	The 'official' working hours and holidays in teaching
71	My capacity to contribute to whole school progress
68	The degree to which I have achieved my professional goals
65	My relationships with parents
61	Working with lower ability students
61	The degree of feeling of belonging, collegiality, teamwork in my school
60	The quality of leadership in my school

Sources of Dissatisfaction

Similarly, by combining ratings of 1, 2 and 3 to give a 'dissatisfied' category, the following issues were found to be dissatisfying by 60% or more of respondents:

Table 3: Major Sources of Respondent Dissatisfaction

%	Issue/Item
90	The community's opinion of the 'official' working hours and holidays in teaching
88	The image of teachers portrayed in the media
85	The degree of support provided by the DSE to implement change
85	The way that the state government works for the betterment of education
82	The status of teachers in society
79	The amount of recognition I receive for my efforts from the DSE
73	The pace of educational change
73	Recent changes to school responsibilities e.g., global budgeting, local selection
68	Support structures for teacher welfare in the DSE
67	Recent changes to curricula
65	Class sizes in my school
65	The way promotion on merit has occurred in schools/the DSE
65	Inservice courses/ programs/ consultancy/ support for teachers
62	My current salary
61	My current workload overall
61	The concept of local selection/hiring of teaching staff

Self-Ratings for Overall Satisfaction

On a seven point scale, respondents were asked to give an overall rating for their current level of satisfaction. Using collapsed categories as above, 52% of respondents rated themselves as satisfied, including 5% who rated themselves as highly satisfied, while 40% rated themselves as dissatisfied, including 7% who rated themselves as highly dissatisfied.

Table 4: Self-Ratings for Satisfaction

%	
5	Highly Satisfied
47	Satisfied
8	Neutral
33	Dissatisfied
7	Highly Dissatisfied

Self-Ratings for Overall Changes in Satisfaction

Similarly, respondents were asked to think about how their initial satisfaction/dissatisfaction with teaching had changed. In total, 32% said they were now more satisfied, including 7% who said they were now more highly satisfied, while 57% were now more dissatisfied, including 17% who rated themselves as now being more highly dissatisfied. Eleven per cent had experienced no change in their original level of satisfaction/dissatisfaction with teaching.

Table 5: Self-Ratings for Changed Satisfaction

%	
7	Now More Highly Satisfied
25	Now More Satisfied
11	No Change
40	Now More Dissatisfied
17	Now More Highly Dissatisfied

Differences In Degree Of Satisfaction According To Promotions Position Held

A highly significant association was found (χ^2 30 = 67.85, p = .00009) between self rating of overall satisfaction and promotions position held. Those with the most power and authority in the school were most satisfied, with 76% of principals and 66% of deputy principals and leading teachers rating themselves to some degree satisfied with teaching. Of classroom teachers, 52% rated themselves as satisfied. The most dissatisfied group, however, with only 41% rating themselves as satisfied to any degree, were Advanced Skills Teachers. Almost as dissatisfied were primary Assistant Principals/Executive Teachers and secondary Head Teachers, of whom 48% rated themselves as satisfied.

Promotions position was also found to be significantly associated with self rated change in satisfaction with teaching (χ^2 30 = 44.58, p= .04). The pattern was

similar to that found on self ratings of overall satisfaction so that more school principals (38%) and deputy principals/leading teachers (33%) reported an increase in satisfaction than did classroom teachers (32%). Again, primary Assistant Principals/Executive Teachers and secondary Head Teachers (23%) and primary/secondary Advanced Skills Teachers (29%) were least likely to report increased satisfaction with teaching.

Significant differences in satisfaction between persons in different promotion positions were found on most of the 75 satisfaction items. As would be expected from the above results, school principals and deputies/leading teachers emerged as more satisfied than other groups of teachers on most of the 75 individual satisfaction items. On very few items did a majority of principals rate themselves as dissatisfied, these being items about workload, including weight of administrative duties; increases in school based responsibilities, such as global budgeting; support by the DSE for implementation of change; changes to promotion, transfer and selection procedures; level of ancillary support; class sizes, and effects of teaching on family life.

In accordance with their low ratings of overall satisfaction, primary and secondary Advanced Skills Teachers emerged as the least likely to be satisfied on a number of the individual items, chiefly those concerned with salaries and promotions opportunities; DES policies on promotion, transfers, and local selection of teaching executive staff; changes to school responsibilities and DSE support for implementation of changes; recognition from the DSE; within school leadership and communication, and time spent in teaching preparation and extra curricular activities.

Relationships Between Satisfaction, Age Years Of Service and Length of Time in Current School

Age was not found to be related to satisfaction ($F_{6,526} = .497$, $p = .81$). However, older teachers were somewhat more likely to report larger drops in satisfaction ($F_{6,526} = 1.799$, $p = .097$) than were younger teachers.

Whilst no relationship was found between length of service as a teacher and self ratings of satisfaction ($F_{6,516} = 1.079$, $p = .37$), a significant association emerged between length of service and changes to satisfaction ($F_{6,516} = 2.384$, $p = .028$). Teachers who reported decreased satisfaction since commencing teaching had, on average, significantly longer periods of service.

Years of service in current school was found to be significantly related to both overall satisfaction ($F_{6,511} = 2.223$, $p = .04$) and change in satisfaction ($F_{6, 511} = 3.868$, $p = .001$). In both cases, teachers who reported dissatisfaction rather than satisfaction with teaching, and decrease rather than increase in satisfaction, had been at their current school for a longer time.

Relationship between Satisfaction and Health

A significant relationship ($F_{6,518} = 11.99$, $p = .000$) was found between ratings of overall satisfaction and mental health as measured by the GHQ. Higher levels of satisfaction were associated with lower levels of reported mental distress (Table 6).

Changes to levels of satisfaction were also significantly associated ($F_{6,518} = 10.81$, $p = .000$) with reported levels of mental health, so that decreases in satisfaction were associated with higher levels of mental distress and increased satisfaction was associated with lower levels of distress (Table 6).

Table 6: General Health Questionnaire scores for each level of satisfaction and change of satisfaction (means)

	Levels of Satisfaction/Change in Satisfaction						
	Highly Dissat			No change			Highly Sat
Level of Satisfaction	2.50	2.31	2.19	2.25	2.05	1.93	1.77
Change in Satisfaction	2.19	2.24	2.14	2.06	1.99	1.92	1.81

Motivation and Commitments

Motivation to Enter Teaching

Percentages of total respondents answering true to the seven orientations to teaching and two preparedness for teaching items are given in Table 7. For 50% of respondents teaching had been their favoured career - they had 'always wanted to be a teacher'. For a minority (38%) teaching was not their first choice, and 20% had entered teaching for lack of other options. Similarly, 52% considered themselves to have had a realistic view of teaching before they commenced their training, whilst only 38% thought their preservice training contributed to their preparedness.

Table 7: Orientation to and Preparedness for Teaching

% True	Item
50	I always wanted to become a teacher
46	I thought that teaching would fit in well with family commitments
38	I was attracted to teaching because of the hours and holidays
38	Teaching was not my first choice of career
20	I became a teacher because of a lack of other options
11	I was attracted to teaching because of the salary
12	There was pressure from my family to become a teacher
52	I had a realistic view of teaching before I began my training
38	My training adequately prepared me for teaching

Commitments

Table 8 contains the mean scores, expressed as item averages, for each of the six components of commitment. The scales were developed in the USA and as such required some exploratory analysis to ascertain their suitability for use in an

Australian setting. Accordingly, it was found that the reliability of two of the scales, Altruism and Sensation Seeking, were increased by the removal of one item from each scale. The results below are for the modified scales.

Table 8: Mean Scores and Standard Deviations for the Six Components of Commitment

5.65 (.89)	Affiliation
5.37 (.88)	Altruism
5.33 (.91)	Personal growth
5.21 (1.00)	Sensation seeking
4.99 (.96)	Stress avoidance
4.89 (.95)	Power and achievement

As Table 8 shows, this sample of teachers' strongest commitment is to affiliative values, that is to the cultivation of close and mutually rewarding relationships. Second in strength is their commitment to altruism and third, personal growth. In contrast, power and achievement ranks last as a commitment.

Health

The score on the General health Questionnaire was calculated as an item average with higher scores indicating higher levels of distress. Expressed as such, scores of 1.00 to 2.00 represent well being, between 2 and 3 increasing levels of distress, and over 3, high levels of distress. With a mean score of 2.13 (sd=.51), the sample displays, on average, a reasonable degree of mental well being.

Promotion Position Held and Health

The relationship between promotion positions held and scores on the GHQ were explored using an ANOVA. The result just failed to reach significance ($F_{5,472}=1.955$, $p=.08$) and the expected trend was found, that is, promotions groups reporting higher levels of satisfaction (principals and deputies/leading teachers) also had lower levels of mental distress (<2.00), whilst the most dissatisfied groups, including primary/secondary AST's and primary Assistant Principals/Executive Teachers, secondary Head Teachers, and classroom teachers, had scores which suggested some level of distress or difficulty (>2.00).

Key Findings

Overall, as predicted, it was found that teachers and those holding promotions positions in schools are most satisfied by matters intrinsic to the role of teaching. Student achievement, helping students to modify their attitudes and behaviour, positive relationships with students and others, self-growth and mastery of professional skills, and feeling part of a collegial, supportive environment are powerful satisfiers. This finding was consistent with the results of the Commitments scale, which revealed that the teachers' strongest commitments are to affiliation, altruism and personal growth values.

On the other hand, as predicted, the major sources of teacher and executive dissatisfaction were matters more extrinsic to the task of teaching children. These

dissatisfiers are largely out of the control of teachers and schools, and found within the wider environment of society, the state government, and the employer, the NSW DSE. Additionally, the rapid pace and nature of educational change and increased expectations on schools were found to have contributed to the most strongly felt dissatisfiers, which included the community's opinion of teachers and their working conditions; the image of teachers portrayed in the media; the pace of change; the support provided by the DSE to implement changed policies, procedures and curricula; support services for teachers, and changes to promotion procedures. Thus, as predicted, the major dissatisfiers were those seen to detract from the facilitation of student achievement and teacher effectiveness, and thus, the 'two factor' theory of teacher satisfaction discussed earlier was confirmed.

The fact that only 52% of those surveyed rated themselves as satisfied, and that 57% said that they were now more dissatisfied than when they began teaching is cause for concern, given the continuing pressure for educational change and the greater expectations being placed on teachers and schools, if these changes are to occur and these expectations met. In particular, the poor way in which teachers feel they are regarded by society and the lack of support they perceive they are receiving from the DSE do not bode well for coping with present and future change and the fulfilment of expectations. Of equal concern is the fact that significant relationships were found between overall satisfaction and mental health, and changed satisfaction and mental health as measured by the GHQ, in that those with lowest current levels of satisfaction and highest levels of increased dissatisfaction over time had the highest reported levels of mental distress.

Of interest too, is the fact that it is those in 'middle management' positions in schools such as Assistant Principals, Head Teachers and Advanced Skills Teachers, had the lowest current self-rated satisfaction levels and the greatest levels of increased dissatisfaction since beginning teaching, while those with greater control, power and authority, such as Principals, Deputy Principals and Leading Teachers, fared better. Classroom teachers, with less administrative responsibility and more chance to experience the intrinsic rewards of teaching, also scored better on current satisfaction and changed satisfaction than those in middle promotions positions, who have both teaching and administrative responsibilities to balance and obligations above and below them in the educational hierarchy of the school.

The position of Advanced Skills Teacher was introduced in the DSE and other educational systems in Australia with a view to recognising the able, experienced teacher who desires to stay in the classroom, and to enable them to share their expertise with other teachers. However, the poor satisfaction self-ratings for AST's, the lowest for any promotions position, their increased dissatisfaction, the highest for any group, and their GHQ scores, the poorest for any group, would indicate that the additional responsibilities placed upon AST's in primary and secondary schools may need reassessment, if the position is to achieve the outcomes for teachers expected when the position was introduced in the early 1990's.

The fact that age alone was not found to significantly predict satisfaction is reassuring, given the ageing of the Australian teaching population, but with the decreased mobility being experienced in Australian education systems, what is of concern is the finding that years of service in respondents' current schools was found to significantly predict both satisfaction and change in satisfaction. Thus, it would seem that it is not age *per se* that is problematic as far as lower satisfaction and increased dissatisfaction are concerned, but the period that teachers and those in promotions positions have been in their present schools.

This last finding is of particular concern because it is in direct contradiction to the general research findings on job satisfaction (Bedeian, Ferris, & Kacmar, 1992; Glenn & Weaver, 1985). The consensus to emerge from this body of research is that job

satisfaction increases with age and with tenure in a particular occupation. That, for this sample, job satisfaction has declined and dissatisfaction has risen with increased years of service at respondents' current schools, is strong evidence of the current health of the teaching profession, as represented by these employees of the New South Wales Department of School Education. It would seem that educational change, societal pressures, and reduced mobility have had major influences on this situation.

Implications and Future Directions

As noted, it is intended to survey at least another 1,000 teachers and school executive at another 50 or more schools in Western Sydney. In addition, as yet there has been no analysis of the open-ended responses to the survey which preliminary examination has revealed to be extremely 'rich' in describing respondents' feelings, perceptions, mental and physical health, experiences, and views on the current and future directions of education. Nor have the pie charts representing how teachers and school executive divide and balance their professional responsibilities been analysed.

Once more data has been collected it proposed to test the full model of teacher satisfaction/dissatisfaction using structural equation modelling.

Following this, it is intended to refine the instrument and to engage in wider application of it within the DSE and in other educational systems, both Australian and overseas.

It is also intended to use the data to track changes in teacher satisfaction, health and motivation over time, and to relate these to further changes occurring in education, society, and the teaching workforce.

However, given the strength of the findings from the 529 surveys analysed to date, it would seem that the results have important implications for society's views on and expectations for schools; for the increased responsibilities being placed upon schools; for how change is managed and supported in educational systems, and for the ageing teacher population and lack of mobility experienced currently in Australian education.

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